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COLLEGE AND REFERENCE SECTION

The first session was called to order Tuesday, June 23, 1908, at 2.30 by the chairman, Willard H. Austen, reference librarian, Cornell university.

The CHAIRMAN: The first paper by Dr E. C. RICHARDSON, of Princeton university library is entitled—

OPEN SHELVES FOR UNIVERSITY LIBRARIES

The problem of open shelves for the University library is not so much a question of whether there shall be open shelves as the question whether there need be any closed shelves. The policy of having no shelves open to anybody is now dead if it ever was alive; the policies of at least having some shelves open to all and all shelves open to some are generally adopted; the question of having all shelves free to all is the only open question.

There is no longer any such question as that still with the public library whether all use of books shall be confined to books passed over the counter against a receipt. There used to be such a question as regards the undergraduates but hardly in the memory of this generation at least as to professors or postgraduates.

The professor has always and in all institutions freely overrun the whole library and the postgraduate, so long as he was few in the land, was generally admitted to similar freedom, but the undergraduate was only grudgingly allowed the privilege of handling books. Sometimes this has been because of a certain faculty belief in the total depravity of the student body, born of over much watching on examinations, but oftener it has been an unconscious jealousy on the part of professors of encroachment on their special privilege. In point of fact, the average undergraduate is probably less dangerous to a library than the average professor or postgraduate. It was in a library to which only professors had access that the author of this

paper found Clarissa Harlowe with leaves clipped out here and there at the improper spots and found that it had been done by a certain professor. Whether he did this to use the clippings for himself or only to guard the students from their reading did not appear. If it was the latter he might instead have done as an old friend of the writer and a famous author of the past generation did with his Pope—pierced the obnoxious leaves and tied them together with a ribbon; but no, this self-appointed censor ran riot with his scissors through no one knows how many books. In the defacement of books by writing too the professor easily leads and once again, of only three serious thefts of books of which the writer has had personal knowledge, one was by a member of the faculty (in another institution be it said) and the other two by postgraduates. The undergraduate is prone to take books without charging but if he is more dangerous than the professor in this regard it is only that there is more of him—he is less dangerous per capita. It was a professor not a student who thought he had taken no books without charging but proved on examination to have 70 uncharged books at his home.

But this discrimination against the undergraduate is over in the main.

With the progress of educational method, even he is coming into his rights. He is allowed and encouraged freely to consult many books in a method which cannot be worked by passing over the counter, at least in the old sense. It is realized in these days that the handling of many books is an important part of polite education and how to manage it best is the problem. In the smaller libraries the undergraduate is often given the free run of the whole collection save a few rarities and kept books. With a dozen professors, a hundred or two students and ten or fifteen thousand books the problem is simple enough, but with two or three thousand

students, two or three hundred professors and half a million of books the problem becomes more complex. To give three or four thousand people literally free range of half a million books close stacked seems impossible. Crowding of persons, confusion of books and general pandemonium appear the inevitable consequence, and so it is under old fashioned conditions, but under modern methods it becomes if not literally at least substantially possible.

In its last analysis this possibility results from the substitution, for the principle of classification that books on the same subject should be put together, of the principle that those books should be put together which are most used together. The substitution of this principle results in a strong development of the seminary, department and general reference libraries, and the evolution of select libraries of best books for general reading.

It is found by experience that what student and professor alike want is, 9 times out of 10, not so much access to the best collection of books as access to a collection of best books. With adequate provision of such select libraries it is likely that 90 per cent of all open shelf work will be done in these libraries. This means that only one out of the ten of the users need go to the stacks at all, and it is thus quite possible to provide without crowding that every reader shall have access to all the books that he wants to consult merely by indicating to the reference librarian or even the desk attendant what he does need to use. The principle therefore that every man should be admitted to all the books that he has real use for becomes physically possible.

This differentiation into stack collections and collections of books for special purposes is the actual line of evolution in the University library to-day, but the point at which development is least is in the matter of best books for undergraduate reading. The tendency has been in university as in public libraries to have in the reading room or reference room only the strictly non-circulating reference books. There has, however, of late been a great expan-

sion by including temporary selections of books for special courses or for essays and debates. This has been still farther added to by the open book shelves with selection of newest books for reading. On another line it has been gradually realized that not only are encyclopedias and dictionaries reference books, but the best text-books and standard works are as much reference books as anything else and gradually it has dawned on us that the best books for circulation and general reading new and old belong in the same boat, not of reference books but of books specially selected and displayed for handy use of the students. For after all the chief point of the reference collection in the old sense or of the selection of course books and of the new book shelves as well, is to single out from the mass and get together in space for the sake of economy of time and attention to the users, the books that a man wants to use, so that he shall not have to run over 100 books to find the 5 that it is worth his while to look over, and this holds of the books that a man wants to take home and read quite as much as of those whose use can be finished on the spot.

With all the books on a subject classified together in the stack the books that a student wants are like Gratiano's reasons. It is the "two grains of wheat" that he wants not the "two bushels of chaff" and if he must "search all the day for them" they are "not worth the search."

Of course this differentiation in the University library is a troublesome and expensive matter. All deviation from the straight classified collection used chiefly over the counter is. It has always been much easier to hide a sum of money in the earth than to make it earn interest but in playing the game of life one must be willing to take trouble for what is worth while.

There is no need of blinking the fact either that the problem of select libraries is bristling with special difficulties. In the first place selection of books itself has all the difficulties of other artistic processes. If art is selection for producing a given impression, it takes little short of a genius to

make a tolerable selection of books. Again one runs at once right up against the overlapping of interests among different departments and the personal equation. One professor is bound to be irritated that a certain book is in another professor's seminary and B will be equally irritated that another book is in A's seminary. Again there is the vast labor of keeping such collections up to date. Selecting and reselecting, going through all the processes of changing the numbers on the books inside and out and on the cards over and over again is wearing to the flesh and costs money.

But when all has been said and notwithstanding all the labor involved it is worth while. Not only does it relieve congestion and make it possible for all men to go to all the books they need to use whenever they need but we realize nowadays how much education in books depends on suggestion from environment. The reference books that the average man uses and learns how to use are those that he finds about him and the books that he reads are likewise those that happen to fall under his attention rather than those which he systematically studies up for. To set out before a man therefore a select collection of books which he may handle is to do more for his education than any amount of instruction in what and how to read.

It may be said almost without qualification that the most important contribution that the college libraries can make to the educational work of his institution today, whether to postgraduate work or undergraduate work, is in the selection of the special libraries and that the most vital point of application just now is the library of circulating books for the general reading of the undergraduates.

But while logic and experience point to this unequivocal assertion, the fact must not be ignored that certain practical objections to the select library of circulating books have been raised. It is argued that a reference library should have a permanent character so that a given book can always be found in the same place on the shelves. To this it may be answered that

the objectors would be the first to grumble if the newest reference books even did not continually send the older back into the stack. It is said again that readers selecting for home use would disturb readers at the desk. To this answer may be given that student readers are not easily disturbed and if they were they could select the quieter desks. The objection is not serious and if it were it would simply call for a separate room.

No doubt all open shelf books are exposed to theft and the most exposed ones are liable to most theft but the inclusion of circulating books in the most open shelves so far from increasing loss tends to diminish average loss for, human nature being what it is, exposed reserved books will always be taken out, more or less, surreptitiously, and a percentage of these will be lost while the books which may be charged will, usually, be charged and so much less liable to be lost.

But in general terms it may be acknowledged that whatever objections are made are valid enough as far as they go. They represent practical difficulties which are real enough, but what has that to do with the matter after all! The method secures the utmost economy of time and attention in use and we are therefore concerned only with increasing the efficiency and reducing the expense in money, care or loss to the lowest terms consistent with this use.

The CHAIRMAN: All of you who have had to do with college and reference library work are prepared to agree that the problems are probably more complicated than in any other branch of library work, in that we have to provide for the reference work of not only the students and the professors but for the home reading of the students. We have the dual problem of a circulating library with the reference library and this problem it seems to me has never been solved satisfactorily. When I paid a visit to Princeton university last fall, I found in operation what seemed to me the most successful solution of this complicated problem. We at Cornell had never solved it. I had never found a uni-

versity library that seems to have solved it satisfactorily. But I found at Princeton, in operation, this system which struck me as being so far superior to any system for the solution of this dual problem that I resolved to get Dr Richardson to tell us about it. That is the genesis of this paper, and I hope there may be others here who are able to contribute to this discussion because I think it is for the college and university libraries one of the greatest problems still to be threshed out.

Mr KOCH: At the University of Michigan we have made an attempt to solve the problem of serving the students in the matter of cultural reading. We have no room which would be available for a special circulating collection. A student can borrow any book from the library except a rare book or a particularly scarce periodical. A general periodical can circulate on the request of the professors. But with this room already crowded with reference shelves and a periodical room in which there is no space for any shelving, we devised a system of exhibit racks, the standard Library Bureau rack, five feet in length, four shelves high, being used in the main room, and being planned next year for the engineering and for the law library. The idea is to put on one of these racks what we call our red star collection. We pick out a group of books, about 400 at a time; the case only holds about 200 but the other 200 will be in circulation as soon as they are out, for 400 volumes is an average, what we call our red star case. We change it about three times a year. The case was instituted at the beginning of the previous academic year. The statistics for that year showed that of some 12,500 books 40 per cent. were taken from this case, that is, the student circulation. We have a different tabulation for the professors. We were surprised to find how very frequently they go to this case. In the old days the students as well as the faculty would ask our charging clerk for suggestions as to what to read. It saved them a trip through the stacks and sometimes aimless wandering. We

have in this red star case only the freshest looking books. They are not all new acquisitions but they are all attractive editions of standard authors as well as the new popular reading. At first we put in a considerable amount of travel and popular science, some nature books and biography, but we found that the fiction circulated so much more that we were willing to accentuate that part. But in order to give a more serious cast than simply the best sellers would give it we began during the year to run quite a series of translations of the modern European authors. We have had great success with the translations from the Russian authors and from Hauptmann and Sudermann in German and from Maeterlinck and Daudet in French, and also with some of the dramatists, and so we are planning to continue the work next year and probably establish other cases. In one year on a case like this we can exhibit 1200 volumes. If a student stays in college during the four years and gets the red-star case habit, as we call it, he has examined 5,000 volumes simply in this one case. Later on, when we get more room, we shall probably establish free stacks in the center of the room but at present these exhibit racks are the best we can do.

Mr DRURY: After a visit at the University of Michigan I went back to the University of Illinois with a red star collection in mind and I looked over our situation and decided we would adopt the same method but we changed it somewhat and I thought it might be of interest to tell how we did it. First, we have had for a number of years what we call a general reading table, a table on which we change the books each week or two weeks and our library school students are the ones that do the selecting. We do not keep track of what we put there but they try to put on a variety of classes. And so those books have circulated very successfully. This year we started to select 101 best novels, and not only did we compile this list with the help of the department of English but we printed it for distribution to the stu-

dents and put two copies of each novel listed on the list on these open shelves in the rotunda and we put the star also before it to indicate to the shelf assistant that it would go back to that collection. Then in our library handbook we have also written it up so that the new students will find out about it. We put out the first group of books in the first week in April and one week later out of 202 volumes that were available there were only 25 left on the shelves. We thought that was very successful for a start but, better than that, it maintained that small number, so that there really was only half a shelf of books left out of the 202, showing that the rest were in circulation all the time. We circulated them as ordinary books two weeks with the two weeks' renewal. We found that these lists created a great deal of interest, the chief occupation being to count how many you had read before you started to read. Everyone seemed to rival each other and see how many they had read. It was a very good test to see how the students were prepared on classic English and American novels and we were very much pleased with the experiment, so much so that we expect to go on and follow out what Mr Koch has just spoken of in reference to foreign novels and we hope next year to issue a list of foreign novels in translation. Perhaps after that we will take up short stories.

The CHAIRMAN: If there is nothing further the next paper on the program is by Mr W. W. BISHOP of the Library of Congress and is entitled

THE AMOUNT OF HELP TO BE GIVEN TO READERS

It is my desire to set forth in this paper a practical problem of reference work which confronts every reference librarian and his chief in planning the work of a university or research library. We exist for readers. How much help can we give them without going beyond the limits of common sense and of our appropriations,

without becoming private secretaries or private tutors?

How much help do readers need? Our university libraries, (and our public libraries, too, for that matter), discover the utmost variety in the preparedness of readers to use the facilities the libraries offer. The freshman—and occasionally the senior—who knows nothing of how to use a library, who requests something to help “get up Professor X’s exam.”, who “has a theme to write on the sunrise and wants a book on it, don’t you know”, rubs elbows with the professor who comes in to inquire whether Herr Dr Syntax of Tübingen ever published a treatise on the Homeric Digamma, or whether you can’t find out for him what was the amount of the cotton crop in Oklahoma last fall, for—“It isn’t anything I’ve been able to lay hands on.”

To illustrate the extremes of ability to use a library, let me relate two experiences of my own: I well remember my first encounter with a card catalog. It was at the University of Michigan, and too long ago for me to count the years with comfort, and too few with pride. I had haunted the Detroit public library for years, and knew every nook and corner of it—but I had never seen, much less used, a card catalog. I went into the University library in the evening to pass away a couple of hours. I wanted a book—any book—and I was coldly referred to a case of double-tray drawers where little cards were arranged—by authors. I remember to this day turning those cards. Being a methodical soul even then I had begun with A, and Aristotle was the first author I happened on. Do you wonder that I turned away from that oak case in which the first card written west of Cambridge was even then said to repose, and went out of that library, utterly discouraged? There were no open shelves then, save for a few dictionaries, etc. and no reference librarian, and the “student assistant” on duty that night saw in me only a freshman who wanted to idle away time. I submit there was room for assistance in this case. The book-worm in me couldn’t be downed, even by

Aristotle, and yet I remember many a time after that, when I had become thoroughly familiar with the use of the catalog, turning over the author cards at random to find something to read when I was tired or had an hour to spare. A selection of good literature on open shelves is an assistance to readers at a formative period which no university or college library can afford to forego. The more books the student can see and handle the better. They are worth more than catalogs, bibliographies, yes,—and the reference librarian!

A few days since I watched a famous scholar at work in the Library of Congress. He evidently had a point of bibliography to settle. He scanned our card catalog, making rapid notes of call-numbers. He took down volume after volume of the British museum catalogue, making copious notes while his books were being gathered. For two hours he opened volumes, rejected some, kept others; renewed his search, again made notes, and then left as quietly as he came. He had used over 100 books, had consulted half a thousand entries, I am sure, and had needed no assistance save once when a book was not produced because of an error—on our part, I regret to say. Under his skilful hands our bibliographic tools worked with the precision of a well-oiled engine. It was an inspiring sight to see the rapidity, the ease, the accuracy with which he went from step to step in his investigations, the assuredness with which he jotted down his final note and went out. That task was done. What assistance did he need from us? Merely the careful doing of our routine duties.

The two cases are not absolutely analogous, for I was seeking a book to read for recreation—the scholar was in search of a definite title; but I should have been equally at sea, I am sure, in trying to find a book on any given subject.

Between those persons, then, who are practically helpless in the face of ordinary library machinery, and those to whom our devices for registering books are useful

and easily handled tools, lies the whole world of readers in the kind of libraries with which this section is concerned.

Is the ability to use books and to use libraries an end to be consciously sought in our universities and colleges? At present if a student acquires much facility in these lines it is safe to say that this ability is a by-product of other work, rather than the result of intentional study or instruction. It is well known that in the smaller colleges there is a good deal of efficient work now being done in teaching students to use the library. In the larger libraries where the need for training is greatest, instruction is, ordinarily, wanting. We ought to be able to assume that freshmen have learned in their preparatory school days how to consult a card catalog, how to make out an intelligent call for books, how to use "Poole's Index," and what encyclopedias and bibliographies are for. This is but little in the way of equipment for serious study in a university or research library, but the want of just such an equipment on the part of students and of readers in a public research library, confines much of the work of assistance to most elementary first aid to the injured. I fear our experience is that the average freshman needs help in doing almost any one of the simple acts just mentioned.

This being so, is it not possible in our larger colleges and universities to impart in some formal manner this elementary training, and to go beyond to the regions of cooperative indices, card indices, great library catalogs, and so on? I see very little that leads me to think this will soon come about. We have heard much talk of "professors of books," of "instruction in bibliography," and so forth, for many years, but I fear that the art of using large collections of books must still be learned by the hard way of experience, rather than be taught in classes. There seems no good reason why it should not be taught formally, nor why the work should not be thorough and hard enough to count toward a degree. At Princeton, where the new "preceptorial system" has been heralded

as furnishing the long desired "professors of books and reading", I knew but one preceptor who systematically trained his men in using bibliographies or catalogs. Most of them saw to it that the students read diligently, and probably mastered, a small number of works which were reserved at the desk, but they conspicuously failed to train them in the use of indices, catalogs, and bibliographies.

If then, we find ourselves confronted with this lack of training in the methods of using the library, how far can we go in supplying this want in the midst of our routine work? It is evident that we must try to get students, and other readers, in the habit of using ordinary helps, but first it is pertinent to ask what they do when they are puzzled.

At this point I might close this paper, and we could devote an hour to telling the experiences which we all have had in arriving at that most elusive object of inquiry—the thing a reader really wants to know about. The chief art of a desk assistant or a reference librarian is—as we all know—the knack of divining by long experience what is actually wanted by inquirers. The fact that so few readers will ask directly for what they want, even when they have a clear idea of their needs—which is seldom the case—is perhaps a greater obstacle to successful reference work than poor equipment, poor catalogs, few bibliographies. But granted that the task is not easy, where does it as a rule begin? What is the point of contact between reader and library?

Most readers will ask questions at the loan desk. We might as well make up our minds to that fact. No matter how elaborate the machinery provided for their assistance elsewhere, they will persist in asking for aid from the people they know, and with whose ways they are familiar, rather than walk 25 feet and ask a question of someone who is busily engaged behind an unfamiliar desk which in many cases bears a strange sign. We all do it. Don't we ask the gate-keeper or the policeman in a railroad station our bothersome

questions rather than walk to the conspicuously labelled "Bureau of information"? Shall we demand and expect an inquiring soul to seek out in the library the proper place and persons to whom to put his questions? Granted then that most inquiries in any library which circulates books will originate at the loan desk, how shall we make sure that the questions are properly answered and the inquirers directed to the right person?

It is imperative, I take it, in order to bring this result about, that the reference librarian should be in close touch and on the most cordial terms with the loan desk assistants. I will not go into the question as to whether he should exercise an actual control of assignments and of the loan desk work generally, though I think the work would benefit by such control. But if the assistants are to receive most of the inquiries, as they will anyhow, it is most important that the man who must be finally responsible for the assistance to be given should know how the questions are met and what amount of aid is attempted at the desk. It is most important also that the desk attendants do not attempt to do too much themselves; that they shall, on the one hand, turn over to the reference librarian inquiries involving much time, and, on the other hand, that they shall direct the inquirer to the catalog and similar helps. We are all agreed that the desk attendant ought to be a compound of the manly and polite virtues. But if we urge on him the value of politeness and unwearying zeal we may often find him overdoing the part. I have seen a good deal of this excess of effort to aid readers. I have not infrequently seen desk assistants drop everything to look up books for readers in the catalog with no thought that they were unwisely doing the reader's proper work for him. The poise and balanced judgment of the true teacher, who remembers that his business is, as has been well said, "to make himself useless", would be a great desideratum in a desk attendant. I don't suppose that we shall get this for the salaries

we usually pay for these positions, but we can at least get the careful supervision and counsel of reference librarian and chief of the circulation work. It is worth while, perhaps, to add that an excess of zeal frequently develops the habit in desk assistants and others, of spending an inordinate amount of time on one reader. It requires a pretty firm hand, and good judgment to keep eager assistants, full of the desire to help, within reasonable bounds, without at the same time discouraging the assistant's spirit of helpfulness; but someone must, as a rule, do this, if the work is not to suffer seriously.

If the library is at all large, it is frequently helpful to have a small leaflet printed to explain the methods of securing books. Most libraries give on such leaflets or cards, merely the rules and regulations with some descriptive matter. If I may again be permitted a personal experience, let me tell how I was taught to use a card catalog. The Student's Christian association at Michigan used to print a "Students' handbook", full of most sage and excellent counsel for a newcomer. In the one I was given when I entered college I found a couple of paragraphs headed, if my memory serves me, "How to draw a book". The whole process was described—the catalogs and what they are for; the cabalistic shelf numbers, and where they were found on the cards. I read that these numbers were always in pencil and were in the upper left-hand corner of author cards only. If you found a book under a subject heading, you must look up the corresponding author card to get the number before presenting your slip at the delivery desk; and it was impressed on me that this number must be on the slip. I don't know who wrote that lucid and detailed explanation, but I do know that I never had any trouble in getting a book at the desk after I had mastered it. If we could once get all our readers inoculated with the call number germ, we could dispense with about half our cares in desk and reference work. I submit that such a detailed explanation of the *modus operandi* of

securing a book would do no harm to the man who already knows the process, and would be of very great assistance to those who don't know just what to do. I would make the leaflet, or whatever you choose to print, compact, but most explicit, and I think it would be more useful than any statement as to the scope and extent of the library's collections.

Suppose then that we have in some manner tided our inquirer over the early difficulties which are the result of inexperience, and suppose that he is aware of the existence of the card catalog; there arises another question of serious import. Can a card catalog ever be made self-interpreting? We librarians have apparently proceeded for years on the theory that it can. We have busied ourselves about "evaluations" and descriptive notes, about headings and author entries with the "public" ever in mind, and on our tongues. I here and now humbly confess to having been party thereto; I can even say *quorum pars magna fui*. But I have my very serious doubts whether the card catalog is ever going to become the guide, philosopher, and friend of the ordinary user of libraries. Its inherent difficulties are many and serious, even at the best. I think that it is fair to say that the average card catalog will always require explanation and will always need an interpreter so long as our readers are not trained in its use so that they know the niceties of arrangement, of entry, and sub-headings. Why not recognize this fact? Why not have in our large research libraries at least, one attendant whose sole—or chief—duty it shall be to assist the reader desiring to use the catalog? Do you ever go to the catalog yourself when there is an unusual number of readers present that someone does not ask you a question as to what this card means, or how to find some title in the curious machine? I should like to see the experiment tried and to learn the results. I am sure that attendant would earn his money!

Now if we have provided in some way for aiding our students to use the library intelligently, if we have trained our assist-

ants at the desk to help them to help themselves, still better, if we have given them formal instruction in the art of using books in libraries, there remains the curious problem of the "reserved" books. These books become, in the student's eyes, practically text books, and their attitude toward them is singularly like their indifference toward the algebra or the history which forms the basis for instruction in class-room work. They come frequently, or perhaps daily, to the library to read a given number of pages on which they are to be quizzed. There is no enthusiasm for the task as a rule; frequently this reading is an unwelcome requirement, an uncomfortable incident of the college course. We may find this attitude of indifference, or even distaste, extending toward the whole library. That love for the world of books, that passion for letters which is the hall-mark of the scholar they may—and do—utterly escape. The great development of the seminar and departmental libraries begets, too often, a similar attitude toward literature in maturer students. Have we not in this situation a challenge to our inventiveness and to our loyalty to our profession? Is there no way in which we may win the enthusiasm and devotion of the modern student for human letters? We cannot afford to ignore the problem. It exists and it is growing in seriousness. My own feeling is that it is partially met by a large open shelf collection, for circulation as well as reference, in the reading room; by the silent invitation of interesting books which may be read without let or hindrance.

There is another class of difficulties which sometimes calls for all the tact the librarian possesses. I refer to his relations with the faculty, and with investigators of experience. It is, from one point of view, absurd to think that the reference librarian can be of much service to an eminent specialist, but our experience generally is, I think, that he so frequently can be of use in bibliographical matters that he is subject to very many demands from the professors and others. In many

cases these are perfectly reasonable and legitimate—the service is gladly rendered and the work offers problems of extreme interest to the reference librarian. He is likely to be able, by reason of his familiarity with all sorts of catalogs, to run down titles obscurely quoted, and to perform other feats of library legerdemain in a fashion that not infrequently astonishes even the trained investigator. This very facility, however, may lead to demands on his time that are wholly unreasonable in view of other responsibilities he must bear. In conversation with reference librarians I have found that the tendency of certain professors to make private secretaries out of them was a very real difficulty in their work. To meet it requires experience and tact, and, occasionally, the balancing judgment of the head librarian. The existence of this problem is in itself a witness to the efficiency of the work done by the reference librarian. No expert would trouble him in this way, if his work were poor and weak. It is a problem resulting from good work, and therefore to be welcomed.

Even if the relations with the faculty are in no case such as to cause questioning, I think we are safe in saying that there will always exist the necessity for determining the amount of assistance to be given to seekers after genealogical data. How far can we afford to go in research libraries in aiding those engaged in the gentle sport of "hunting ancestors?" This is a practical problem of every-day work. Shall we decline to give assistance beyond putting the ordinary indices and guides before the reader, or shall we enter into his problem and try to aid him to run down the particular ancestor about whom he is uncertain? If we attempt much of this sort of help, we shall soon find ourselves doing a very considerable amount of extra work. If the other duties are not too heavy, well and good. But should we do this genealogical reference work for readers when other demands on our time are multifarious and important. In general I think we should not. There are plenty of profes-

sional genealogists who can do it better, perhaps, than we can. The university libraries are usually in receipt of numerous inquiries about students in the early years of the institution from their actual or suppositious descendants. This sort of inquiry seems to me perfectly legitimate, the more so as it often leads the inquirer to present documents and other material of value to the university library. But in general I favor refusing to do genealogical reference work for correspondents, particularly those who have no claim on the library.

We may also consider in this connection the question of making transcripts for correspondents. Requests to do this are numerous, in my experience, and frequently burdensome. The amount which we are asked to copy varies from a single line to several chapters. Frequently the circumstances of the correspondent are such as to make the request seem reasonable—or at least of a sort to make us wish to grant it. I presume we all do more or less of this sort of work, but the problem is to draw the line beyond which we cannot go. Of course the development of the inter-library loan is aiding us to meet the problem to a certain extent. We can say to a correspondent that the book from which transcripts are desired can be sent to the local library where he can make the copy himself, but we cannot, of course, do this in the case of extremely rare works, of manuscripts, and of valuable or heavy newspapers. When the extract desired is short, we can probably afford to aid the inquirer, but when it involves much time, we had better turn over the inquiry to a professional copyist who will arrange for the work directly with the correspondent.

This brings us to the question of certifying under oath to the correctness of such copies. Should we undertake to make attested copies for use in law-suits? Perhaps this matter does not come up so frequently in most libraries, but it is a very troublesome one when it does occur. If a document can be photographed, that process of

reproduction will relieve us of the difficulty. In the case of copies, the lawyers are likely to demand that the chief librarian shall make the attest. Again, calling in a professional copyist or typewriter will relieve the situation. His oath is amply sufficient, and will be accepted by the court.

I have endeavored to show that there are problems as to the amount of aid to be attempted in nearly every department of reference work and loan desk service. Many of them arise from the inexperience of readers—others from the insistent demands of scholars. We can provide against the first by the organization of our own force and by the gradual process of education in using books. The only limit that we care to set to our response to the second sort is that of our means. Give us the men and the money and we will take care of the growing demands of the trained workers.

The CHAIRMAN: The meeting is open for discussion for a few minutes.

Mr C. W. ANDREWS: I want to begin with a question to Mr Bishop. He did not touch on one matter which greatly interests us and I fancy must greatly interest the Library of Congress and to a certain extent the larger university libraries of the country. How does the Library of Congress regard questions coming to it by mail; will it give them more or less attention than from its constituency who present their requests in person? This is to me one of the trying questions because it is the one which comes to the head librarian. Most of the everyday questions of the library are solved at the discretion of the persons at the reference desk, but the questions which come by mail are sometimes very important. They seem to be on a par with the professors' questions in the university library. I would like Mr Bishop to give some idea of the view of the Library of Congress reference department on this question, after I have finished one or two little congratulations to myself which I want to share with the Section. I would state that the Massachusetts in-

stitute of technology did, in its chemical department, insist on the training of its students not only in the use of the catalog and the library but of bibliographical aids. It is one of the pioneers in that work. I think others do it now. But back in the 'eighties it was about the only institution of higher learning which gave systematic training in bibliography. And the other one is that the John Crerar library does have a special assistant in charge of its catalog, to explain it, and that we find that it is very profitable assistance, one which we would recommend other reference libraries to follow.

Mr BISHOP: I can only answer Mr Andrews' question in part. The Library of Congress is in receipt of a tremendous number of inquiries by mail. One of our good friends the reporters put into some syndicate that we had a national information bureau and that thing is going around the patent insides of all these little country weeklies and so on, and we are getting questions literally by the bushel by mail. Now that will die out perhaps some day. In the meantime the division of bibliography is groaning under the situation. The process is as follows: of course the mail comes to the Librarian's office. It is there sorted and it is referred, the various letters are referred to the proper division chief for memoranda from which an answer may be drafted. In many cases the division chief is requested to take up the correspondence and answer directly. Inquiries involving a small amount of time are turned over to the reading room. Inquiries involving much time or involving preparation of lists are turned over to the definite division of bibliography, of which Mr Griffin is the head, which gives such time to them as is possible. And in general we endeavor to answer our correspondence but some times find of course questions that are trivial. Once in a while we find some that are impossible.

Mr RANCK: There is one other sort of inquiry that comes to libraries and that is requests for information by long distance telephone. In our city it is not un-

usual to get telephone calls from a hundred miles or more away, for information on specific matters. I remember recently a committee of the city council in a neighboring city called up in reference to certain matters of rates, charges for electric light service, and so on, which they wanted to use before that committee with reference to the granting of franchises. Now we put ourselves to a good deal of trouble to answer that question. You can easily imagine that that sort of thing could be a great burden. I would like to say one thing more and that is with reference to instructing persons in the use of the library, that that can be done very successfully not only for college students but also for high school students and grammar school students. In our city we have instructed in one year in that way classes that were brought from the high school and also from the grammar schools, perhaps four or five thousand children, and it reduces the work of the reference librarian, and the other librarians very much and it more than pays for itself in the time that it saves.

Mr DRURY: It may be already known in this section that the University of Illinois undertakes definite instruction. There is a course of general information on the use of the library given for which two credits are given, and the College of agriculture—the very last place you might think for this to happen—requires its students to take that course before they can graduate. We wish it would extend also to the College of literature, of arts and the College of engineering, but the College of agriculture has taken that first step. We also last year issued a handbook of how to use the library, explaining every department and its work, and distributed 5000 copies to the students.

Mr RICHARDSON: Mr Chairman, pardon me for taking the floor so often, but Yale university has a most admirable course in bibliography, in the use of the library. The courses are of the highest order and count in university work. And in the Leland Stanford university, in the

history department, there is also a very systematic general method for bibliographic study in connection with the library and use of the library and the use of books.

The CHAIRMAN: At Cornell we have two courses designed for this work especially, one an introductory course and one for those who want to pursue the work to a greater extent. Of course the difficulty is that every institution must find that unless that work is required work there are comparatively few who take it, not because they could not profit by it perhaps but because they do not realize that they need it until it is too late for them to do it.

Mr BISHOP: Mr Chairman, I wish to say one thing more. Mr Ranck raised a question of telephone reference work. I had a paragraph on that subject in my paper as originally written; I cut it out. It is a subject of sufficient weight in itself so that I think it ought to have a paper by itself. The difficulties are very great. Its problems are considerably different from those of straight, ordinary talk with a person over a desk. I sincerely hope that the College and reference section next year will include that subject in its program. I think we can all bear testimony to the difficulties and perhaps suggest some way of meeting them.

The CHAIRMAN: The next paper, which will be read by Mr F. L. TOLMAN of the New York state library is on

THE REFERENCE PROBLEM OF THE STATE LIBRARY

It is the purpose of this paper to characterize briefly some of the features of reference work peculiar to the state library.

The province of the state library is a limited one. There are first the positive limitations set by the legislature in the statutes creating and governing the library. There is a limitation involved in inadequate appropriations. There is a limitation implied in the tax policy of the state, as the tendency in taxation seems to be

for the state to restrict its revenue to indirect taxation—corporation, inheritance, excise, transfer taxes and the like, delegating to the local community its taxing power over personal property and real estate. There is also the limitation implied in the American theory of local autonomy by which the central government tends to restrict itself to activities that local communities cannot carry on efficiently or economically.

The inferences of these limitations are obvious. The state library may not act as a circulating or popular library. It may not contain any large proportion of popular books, general literature, or books which local libraries may reasonably be expected to supply. It must be distinctly a special library for consultation and research, developing special collections and special strength as the legislature may direct and as the legitimate demands on it may necessitate.

We are led then to a consideration of the limits set by legislation to the activities of the state library, and in this matter I shall use the New York state library as a text.

The Legislature and the various library boards have uniformly directed that the New York state library be primarily a workshop for the Legislature, State departments and courts and that its main collections be determined by the needs of these departments. In its early years it was open only during the sessions of the Legislature and courts. In 1819 the committee appointed to purchase the basal collection of 600 volumes (De Witt Clinton, chairman) reported that "they had endeavored to make such a selection as would best meet the needs of the Legislature and correspond with the character of the state." The collection was especially strong in law, which has ever been the chief collection of the library.

In 1835, the library contained 5000 volumes and besides law contained "chiefly standard works in American history, politics and legislation with such foreign publications of general interest as are not

usually found in our society and individual libraries." Thus early does the conception of the State library as a complementary library appear. In 1840 the trustees remark on meager appropriations "for books of a scientific character and particularly such as relate to statistics, to which members of the Legislature and executive and administrative officers of the state must have recourse for the information indispensable to the discharge of their duties." A special appropriation of \$2500 is reported in 1841 as having been spent principally for books on civil engineering, mineralogy, geology and statistics. In 1844 the trusteeship of the library was placed under Regents of the University. They state in their first report that "they were desirous to show as early as possible that they esteemed the purchase of books relating to our own state and country of paramount importance" for the general department, which they report particularly defective in treatises on education, political economy and practical science. These subjects, in addition to American history, would be attended to as far as means will permit. Accordingly the main increase for a number of years was in American and local history and works by New York authors.

In 1860 the joint library committee of the Legislature reported that the State library "is not intended primarily as a collection of all literature. ... Called into being by the will of the Legislature, gathered by appropriations of the money of the people, arranged in a building connected with the capitol, its first object is to be a library of consultation for the uses of legislative research." It should be richest in books relating to the science and law of government and to the history of the state, both general and local. To a slightly less degree it should be rich in the history of the nation of the several states and of all America.

Next in importance are books of science, not too abstruse. Great care should be taken to preserve that minute record of the acts and the circumstances of the coun-

try which are found in the newspapers, especially those published at the early periods of our history. Every history of a locality in the state should be there. During the legislative session the library should be regarded chiefly as an appendage to Assembly and Senate rooms."

In 1878 the State librarian, Dr Holmes, made a valuable report to the Regents on the "Future development of the State library." He reviewed the history of the library, described its resources as one of the most complete in the country in law, American history, and as being abundantly supplied with English, Dutch and European history, with representative collections of standard English literature and ancient and modern languages.

Specialization among local libraries was evidenced in the fact that agriculture had been left largely to the State agricultural society, astronomy to Dudley observatory, natural history to the State museum and the classics and mathematics to Union university. Dr Holmes called attention to the fact that while the collections of the library were largely scholarly, the use of the library was increasingly popular and interfered with the established policy of the library. He outlined the possible development of the library as either a popular circulating library, a combined popular and scientific library, a universal or encyclopedic library, or a specialized reference library of law, historical and legislative research. He suggested an extension of the present historical collections to include the descriptive sciences in so far as they relate to America, in geography, geology, zoology, botany, ethnology and philology. It might even include the literature of America, its poetry and fiction, the production of all its authors in all languages, its school books, controversies, periodicals and newspapers, all with special reference to New York state.

In reference to this report the special committee of the Regents recommended a policy which in the main followed the suggestions of the librarian and which in its essential features was adopted by the

whole board. For the law library they recommended approximate completeness in American law and liberal purchases in international and foreign law. For the general department they were unwilling to limit the library to a policy which would strictly exclude purchases outside the field of legislation and American history, while agreeing heartily with the policy of special development and preference in these fields. "As an aid to officers of the government, legislative, executive, administrative, and judicial, special prominence ought to be given to the whole range of political and social science. Whatever pertains to the science of government in its broadest sense, has a peculiar and special place in a library for the aid of those that are to administer government. Whatever illustrates the history, character, resources and development of the State, past, present and future, should be collected and preserved." This includes a wide range, for the history of the State involves to a large extent the history of the sister states and Europe. It includes the geology of the state, its geography, its agricultural and mineral resources, its commerce and manufacture, its intellectual development and career, its religious, moral, intellectual and educational systems. In this connection the periodical publications of the state, general and special, and newspapers, which illustrate the daily life of the people, should be largely included.

As to the use of the library, they considered that its primary duty was to the state departments and officers, that its next duty was to special investigators and students, that the library was in no sense a popular one, and that its use as a circulating library for the city of Albany was inconsistent with the purpose for which it was founded and maintained.

We have thus traced the formative stages of the State library policy in so far as they relate to the reference work of the library. We have seen it develop and define the limits of the special collections, and determine the use to which they should be put. The development since 1889 under Mr

Dewey is significant in the establishment of a legislative reference section to increase the efficiency of the work of the library for the Legislature and State departments, and the establishment of a medical library and a special educational collection.

We should also notice the following action of the Regents. February 9, 1893, "the Regents, recognizing as one of their first duties the provision of the best library facilities for the departments and officers of the state government, offered to cooperate actively with any state department which will make special efforts to collect in the State Library books and pamphlets in its field. Besides state collections already established for law, medicine, education and legislation, the Regents would be glad to join in building up collections in agriculture, military sciences, charities and corrections and roads," if the departments concerned would deposit in the State library such material as they now own and do not require and would endeavor to collect for the library material as gifts or exchanges.

Apart from this the main reference growth has been a large increase of the reference staff and a normal growth in the special collections. The epoch making advance under Mr Dewey was in the direction of library training and library extension, the development of traveling libraries, library inspection, state aid to small libraries, cooperation with study clubs, local libraries, schools and the like. Of some of the reference possibilities of such library cooperation I shall speak later. Here I only wish to notice a reaction of this large development of popular library work on the reference side of the library.

The purchasing of a large amount of popular literature for the traveling libraries, the large amount of attention given to public library work and methods, together with the Director's own preference for a universal library and a faculty reference staff, resulted in the purchase of an increasing amount of general literature for the State library proper and the relative neglect of the literature of knowledge, ex-

cept in some of the special collections. Thus the library became somewhat less scholarly as a whole and relatively deficient in the more expensive and valuable scientific and technical books, in the publications of learned societies, scientific serials and the like. The most recent aims of the library for its reference collections include the purchase of these special treatises, the technical bibliographical apparatus, the most important foreign books and society and periodical publications which together form so large a proportion of the literature of knowledge.

As to special collections, the chief remain law, legislative reference, American history, medicine, education, bibliography and library economy. In view of the rapid increase of the scientific and engineering work of the state a special technical and scientific collection is to be slowly built up.

The primary function of the State library remains the same, i. e. a library of consultation and research for the use of all branches of the state government, legislative, judicial, executive, administrative. This function is no narrow one, at least in a state like New York, where the centralization and elaboration of governmental activities have gone far and include large engineering and scientific undertakings and a broad system of control of public utilities, large control of local activities, centralized supervision of education and the like.

The second reference function of the library is the preservation of the public records and history of the state. The history collection should contain all material and records necessary for the most exhaustive historical study of the State or any of its parts. It should thus be especially rich in source material, manuscripts, public records, maps, and should include a large collection of local state history, state biography, state family history, newspapers and illustrative material.

Specialization in reference work will be determined by the degree of the

specialization of the library itself and the extent of the use of the collections. In a well equipped library the following may be considered normal; a law librarian, a legislative reference librarian, a curator of public documents, an archivist who shall have charge of the public records, their custody, searching, editing, calendaring and publishing, a specialist in technology and science. These specialists will have large advisory power in book selection, will be responsible for the efficiency of their departments, have charge of correspondence relating to their special fields, develop the special indices and reference methods and superintend the bibliographic work in their respective departments.

Bibliographic work will naturally be designed primarily to promote the efficiency of the library service. Checklists of newspapers in the library, catalogs or checklists of local history, guides to state and local records, calendaring, translating, and editing of manuscripts, catalogs of special collections are typical.

Reference work with state officials presents difficulties not in evidence in other types of libraries. The reference staff must hold before it the ideal of contributing a large impulse toward efficient government. They will appreciate the magnitude of the service they might render and will deplore the gulf that sometimes seems fixed between them and the state official. It is their part to collect all information bearing on the subjects of governmental activity and the problems of legislation, to provide indices and bibliographical apparatus to make this readily if not immediately available and to digest, abstract and otherwise predigest much of this material for official use, and in all ways to be of service to the State.

While the character of the collections of the library must necessarily be determined by the needs of state officials, the use of the collections should not be limited to them. The library should present such opportunities for study in its special fields, collections so complete, indices and cata-

logs so useful, that special students in these fields would frequently be attracted to it. The field of its special collections should be so well known that all advanced students, all research libraries and all libraries of the state would know approximately what they might expect to find in it. All inquiries, bibliographic or other in these fields, from any reputable source should receive careful and full attention.

But there is a much further extension of reference work desirable. The state library often, as in New York, has the added function of an advisory and supervisory board with the power of inspection and registration of the libraries of the state, grants state subsidies, assists local libraries in book selection and operates a system of traveling libraries. This brings the state library into close touch with all the libraries, colleges, schools, and study clubs of the entire state. The state library should desire to develop the maximum of cooperation with the local libraries, and offer to supplement their limited collections by liberal loans. It should desire, in so far as it may be able to do so, to enable each local library to meet effectively the demands of the special student. It should wish every person engaged in special research in the state to know that the collections of the State library stand back of each local library and that wherever practicable needed books from the larger collection may be had.

This service is in one aspect an extension of research material to the investigators over the entire state and in its other aspect a supplementing of the local library to meet the special, occasional demands for that class of material which only the large library can afford to possess.

As a part of the State education department, the New York state library feels under particular obligation to the colleges and schools of the state. We do not expect to be of much service to a great institution like Columbia or Cornell but to the small colleges and the high schools, we see no immediate limit of possible service. We hope also in some way to bring

the teachers of the state and our education collection into closer touch—and we see further possibilities.

The CHAIRMAN: We will now pass to the last paper of the session which is by Mr W. DAWSON JOHNSTON of the U. S. Bureau of education library.

THE LIBRARY OF THE BUREAU OF EDUCATION IN ITS RELATION TO OTHER PEDAGOGICAL COLLECTIONS

The Bureau of education is interested in the development of all classes of educational institutions, but particularly in those intended to train teachers, the normal departments of universities and normal schools, and this interest is especially directed to the normal schools because of the greater number of teachers trained in them. During the past year 444 students were enrolled in university courses in pedagogy as against 68,937 students attending normal schools.

The Library division of the Bureau has been organized for the purpose of co-operating with other libraries in the service of students of pedagogy. Here again the normal schools show the want of such assistance. The average university library numbers about 23,000 volumes, the average normal school library about 4,000 volumes. The advantage of the university in this respect might be counterbalanced by a superior organization in normal school libraries, but in this respect too the university is ahead of the normal school. 65 per cent of the universities have librarians, while only 41 per cent of the normal schools have them; 22 per cent of the university libraries use Library of Congress catalog cards as against 12 per cent of the normal school libraries.

The Bureau of education library aims to strengthen pedagogical libraries in both universities and normal schools in three ways: (1) by enlarging their collections and improving their character, (2) by assisting the cataloging of their collections, and (3) by helping in their refer-

ence work. It will promote the building up of pedagogical libraries by the distribution of documents, periodicals, books, and pamphlets. In the course of the recataloging of its collections thousands of duplicates not needed by it are being discovered. More are being added constantly by librarians who wish to get rid of material in their possession. From one such source alone the library has received some 440 pieces. Such material may be sent to Washington under the Bureau frank without expense to the donor, and forwarded to any who may need it, again without expense to the institution interested. This movement of material from one place where it is useless to another where it may be useful is done wholly at the expense of the Government.

In undertaking this clearing house function the aim of the Bureau library is primarily to complete its own collections. For that reason this distribution of material must to a certain extent be carried on upon an exchange basis, and those libraries must ordinarily receive most which have most to give.

Harvard university library has added during the year to our already large collection of Harvardiana, 155 pieces. Other institutions have sent large collections, and I am certain that, as soon as it is known that we wish to collect this class of literature, every one will be glad to see the literature of his alma mater preserved in the nation's library. Town libraries, too, will, I am certain, cooperate with us in the collection of local school literature, and I have even a hope that they may sometimes be induced to part with rare pamphlets relating to education which have drifted into their collections in years past, pamphlets which are of no interest locally, but are indispensable to us in the Bureau of education. I have in mind, as I speak of this, an Oration on education, by David McClure, printed in Northampton in 1783, the only copy of which known to me is as good as lost on the shelves of an obscure New England village library. In these ways and others we expect much as-

sistance in completing our collections of educational Americana, and for all this material we hope to give full exchange value. But it is the ambition of the librarian to be able to assist libraries from which no immediate return is possible. To build up strong pedagogical libraries throughout the country is of hardly less importance than to establish a great library in Washington.

While an increase in the number of pedagogical libraries is from a practical point of view the great desideratum, an increase in their size is essential to the progress of pedagogy as a science. The Bureau library can further this to some extent in the manner already discussed, but it can do more by putting its collections at the disposal of any who may need to use them, in other words, by adding its own collections to those of the local library. This borrowing and lending of books like the exchange of them is facilitated by the Bureau's franking privilege and should greatly facilitate pedagogical research. It is desirable in the public interest to lend only such books as the local library cannot purchase because out of print or will not purchase because of their limited use. That is, the Bureau can supplement other pedagogical collections mainly by lending out of print American pamphlets and works in foreign languages. By lending the former class of books it may do much to encourage historical research; by lending the latter it may save us from the blight of provincialism. In the University of California in 1895 only 20 per cent of the books in the pedagogical library were in foreign languages, and it was at that time one of the best university collections in the country. In the St. Louis teachers' library only 10 per cent of the books are in foreign languages, and the "list of books for teachers in the public library of Brookline," 1901, and Supplement, 1903, show none except English titles. These figures do not necessarily show that these libraries and others should collect more foreign works upon pedagogy but they do show that such a collection of foreign works as

that in the Bureau library should be made available to students throughout the country and should be drawn upon whenever necessary to supplement the resources of local libraries.

I have said that the Bureau cannot, for obvious reasons, undertake to supply libraries with current pedagogical literature. It can, however, give librarians full information regarding current literature, and with this in view began in January last in cooperation with the Library of Congress to publish catalog cards for all books on education published since January 1907. The Library of Congress will catalog all books copyrighted in the United States and the Bureau library all books acquired by it; the cards to be printed and distributed to subscribers by the Library of Congress. These cards should describe all books relating to education of interest to American students, and should form a record of current pedagogical literature of the greatest utility. I can only wish that our funds would permit us to place a depository set of these cards in every center of research. It would not only serve to keep librarians informed regarding current educational literature but it would serve to make known the collections available in Washington.

The Bureau expects to publish this bibliographical information in bulletin form as well as in card form, and with this in view has this year assumed the publication of the "Bibliography of education" inaugurated by Mr J. I. Wyer in 1899. This bulletin will not list all books acquired by the Bureau; it will record only the most useful of current publications relating to education, especially works in English. In its preparation we hope to secure the cooperation of professors of pedagogy and librarians of pedagogical collections, and to make the bibliography an increasingly valuable aid in the selection of books for pedagogical libraries.

We have also undertaken the preparation of a series of checklists of educational literature which will be useful in completing collections. The first of these, a "List of the publications of the Bureau

of education," will be issued immediately. Others planned for are a list of foreign documents relating to education, a list of United States state educational documents, a list of American educational periodicals, a list of American works on education published before 1820.

Cataloging. I have already referred to the fact that the library of the Bureau of education, in cooperation with the Library of Congress, has undertaken to publish catalog cards for current publications relating to education, (This undertaking is described in detail in Library of Congress, Card section, Bulletin, no. 21, March 1, 1908) and have pointed out their value as announcements of new books. They, of course, have a greater value when used as a record of books acquired by a library. Three catalogers in the Bureau devote their time to the study of the bibliographical problems presented by pedagogical literature; they are in constant communication with a body of specialists in pedagogy, particularly European pedagogy, such as is assembled nowhere else in the country. The results of these researches and of these conferences are embodied in the catalog cards. These at present, it is true, represent only a small fraction of the older literature of the subject, but with the development of the library of the Bureau, the progress of recataloging, and an increase in the allotment for printing, it should become possible to secure from Washington an accurate description of almost any book on education to be found in any library in this country.

While the large task of cataloging the older literature of education is being carried on some assistance may be given catalogers of pedagogical collections in other libraries by printing our outline of classification in also our list of subject headings. Both of these have been worked out in collaboration with the Library of Congress and have been the subject of much consideration and study. Both are, nevertheless, tentative in character and will be published not only with a view to

giving suggestions to perplexed catalogers but also with a view to receiving suggestions relative to their further improvement.

Reference work. In the branches of service already described the aim is first of all to assist the librarian; in the reference work the aim is to assist educational commissions, boards and officials, and professors and students of pedagogy. Requests come to the Bureau for bibliographical information upon all classes of educational questions, historical and current. It is the duty of two assistants to answer these questions. All requests for information relative to current topics require references to periodical literature. For this reason 31 educational periodicals not indexed in the "Reader's guide" or "Library index" have been systematically examined and indexed since the beginning of the year. Many questions may be answered by simple reference to the catalog of the library or to this index; others require special investigation. These answers are typewritten and copies filed for use in answering the same questions as they recur. Our correspondents sometimes call our attention to omissions in our lists. We shall, therefore, be able with the progress of this work not only to do more work but to do it better, and reference librarians will undoubtedly wish to refer to us more frequently some of their more troublesome questions.

This direct service to the individual inquirer is important, but the service to masses of inquirers is more important. For this reason we shall publish the most useful of our bibliographical lists. References to the more important articles in periodicals will be included in the annual Bibliography of education, an index to the Reports of the Commissioner of education to 1907 will be published in the next Report, and will be continued in card form; the Index to the publications of the National education association, published in 1907, will be continued in card form, analytical entries for the Los Angeles Proceedings having already been used. In

addition to these indexes to special classes of educational literature lists of books and articles in periodicals relating to special subjects will be published in the reports and bulletins, and where necessary in separate form. The first of this series of special bibliographies is a List of the writings of Dr Wm. T. Harris. This will form a chapter of the next Report of the Commissioner of education. It will be issued also as a separate.

In the Report of the Librarian of Congress for 1904 it is suggested that the Library of Congress may become a training school for library workers in advanced fields. Perhaps the library of the Bureau of education may share in some measure in this service of the National library by preparing assistants to take charge of pedagogical collections in universities and normal schools. There could hardly be better preparation for such work than a few years' service in the Library of Congress supplemented by service in the Bureau of education.

SECOND SESSION

Friday, June 26, 1908, 8.15 p. m.

The CHAIRMAN: We will begin with a paper by Mr T. W. KOCH on

THE APPORTIONMENT OF BOOK-FUNDS IN COLLEGE AND UNIVERSITY LIBRARIES

The Committee on College and university library statistics has not had a meeting during the past year, but as chairman of that Committee I have had considerable correspondence with librarians in various parts of the country in regard to the statistics collected. In all this correspondence the question which seemed uppermost was that of book-funds,—not only their size but also their apportionment. In lieu of any further report from the committee, I beg leave to say a few words on the subject of apportionment of book-funds in college and university libraries.

Professor Henry W. Rolfe of the Leland

Stanford Jr. University in an article entitled "The autobiography of a college professor" (published in the "World's work" for April, 1907) has touched upon some of the evils of the departmental system. It is not in my province to review the case which Professor Rolfe makes out against this system, but I do wish to point out how it affects the administration of several university libraries where the library funds are apportioned among heads of departments (note that I do not say among the departments) and the residuum is spent under the direction of a committee of specialists. Some of the objections to the spending of all the book funds by heads of departments individually or otherwise are.

1 It allows no voice in the matter to certain junior members of the faculty in departments where the head of the department does all the purchasing without consulting his colleagues. I could tell you of assistant professors who for years have not had the privilege of recommending any books, yet the heads of the departments in question have frequently allowed a good percentage of their department book fund to lapse. I know of one departmental head who for two years spent nearly all of his departmental money on editions of a minor author whom he was editing, and still another head professor who annually spent his assignment on the literature of a question of Latin syntax. Was the money in these cases spent for the good of the departments, for the welfare of the library, or for the professor's individual work at that particular time?

2 The method in question allowed no more money to a newly created department than to a department which had been fostered for a generation, and sometimes when the new department was in charge of an assistant professor, he was only allowed a half-unit. In the latter case it has always seemed to me to be a question not of the comparative needs of the departments, but of the relative academic standing of the professors in charge. As a result some departments have been able to indulge in

luxuries, while others have lacked necessities. Some departments have been able to buy books for probable students of the future, while others have lacked the required tools for present-day work.

3 One of the most pressing problems in library administration is the question of shortages or gaps in periodical publications. The shortage arises from various causes, such as the purchase of an incomplete set to begin with, the presentation of odd volumes or numbers, the non-delivery of a particular number, or from mutilation and loss. The number of such gaps in the average university library is beyond computation. Whatever is worth having in a library is generally worth completing—if not the set, at least the volumes represented. But this is work for the library staff, not for the departmental head. Unless the librarian has a fairly free hand and a respectable discretionary fund, he will not be able to do much towards filling out gaps other than such as can be filled out from gifts or exchanges. In certain departments the available funds would not be sufficient to stand any considerable outlay for back volumes, while in other cases the head of the department lacks interest in the completion of the sets in his field of literature.

4 Without a discretionary fund for the use of the librarian the university library is apt to become a series of collections on special subjects with very little to cement these parts together. The average professor will not buy out of his appropriation books on the border land of his subject. He leaves it for his colleague in another department who, when consulted by the librarian, usually says it does not apply to his subject. To take several specific instances: Are such books as Sir Victor Horsley on alcohol or Starke's book on the same subject to be bought by the medical department, the chemical department or the department of sociology? They doubtless would interest all three. Books like R. K. Duncan's "The new knowledge, a popular account of the new physics and the new chemistry in their relation to

the new theory of matter," would probably be referred by the department of chemistry to the department of physics, or vice versa, if one consulted either department on the purchase of this book. Take an author like Ernest Haeckel. Whose business is it to see that the library has the latest edition of his works? The biologists and philosophers are equally interested in him while the general reader would very frequently want to consult him. Is there any departmental account to which books on such a subject as photography can be charged without causing discussion? The simplest solution of difficulties such as these would be to allow the librarian a wide degree of latitude and a proportionately large discretionary fund. He can do much as a mediator between warring factions if he does not have to consult them too often and has the power to decide for himself questions which, if referred to others, would only stir up jealousy and feelings of rivalry among the departments concerned.

As an excellent summary of the whole question of the apportionment of book funds, permit me to present anonymously a statement prepared by the ex-librarian of one of our western universities for the benefit of his successor.

"In the early days at the university in question," writes this ex-university librarian, "the general faculty discussed the matter and dignified professors spent hours in wrangling and ill temper over a problem which a ten year old boy with a slate and pencil would have solved in ten minutes with nearly the same results. Then the business was delegated to the library committee. Definite allotments were made as before, sometimes upon a rough basis of units, half units and double units, and the early records of this committee show consideration of frequent protests against insufficient and unsatisfactory apportionment from the same departments which later found it difficult or impossible to spend the money allotted them before the lapse of funds at the end of the fiscal year. Special petitions from professors were

necessary, involving delay and red tape, if a department wished to over-run its allotment by even a dollar or two, and the whole scheme involved much awkward bookkeeping and shifting of funds back and forth between different departments.

"No plan which contemplates a hard and fast allotment of specific sums to different departments is very satisfactory, particularly when the customary proviso obtains that unexpended balances lapse into a general treasury (beyond literary jurisdiction) at the end of the fiscal or school year. This pernicious provision has been known to stimulate an annual professorial scramble in the last month of the year to spend the balance of their allotments. Pitiful expedients have been devised, such as dealers billing books to be furnished later; informal inter-departmental lending, all to make sure of spending money when a worthy professor didn't know what he wanted or that he wanted anything.

"There are always some departments which, from their scope or from the ability or zeal of the head professor, will never have money enough. It seems a pity not to allow these departments which could really use to advantage more money than a hard and fast allotment would allow, to profit by the inability of other departments to spend all their share.

"It may be objected that this does not conduce to a symmetrical development of the library. Granted. A symmetrical development is of little use if the professor and faculty of a given department do not know enough or care enough about their library to keep their purchases up to date. Much better let men spend the money who know what they want and know how to use it when they get it. Neither the need for books nor the out-put of desirable books will conform to a cut and dried plan which contemplates spending so many dollars in so many months on so many subjects, and the book purchases resulting from long practice of any such plan of forced growth will surely embrace many hastily chosen and ill-considered titles and represent more

or less actual or relatively foolish spending of money.

"Since 1898 there has been no definite formal division of the unrestricted funds for books, binding and periodicals, which have averaged about \$8,200 per annum for the past seven years.

"The Library board decides which departments shall share in book funds and the head of each department understands that he is to submit order cards for all books wanted, with no thought of what funds may be available. These are purchased as far as funds will permit, care being taken that no unreasonable amount (the librarian being the judge) be spent for any single department. The general library figures as a department and is always the largest spender. The apportionment of funds therefore so far as there is one, rests entirely with the librarian, but with appeal to the Library board from any unsatisfactory decision. This right of appeal has never been invoked by any department in the seven years during which the present plan has prevailed. No fixed sums are ever set apart for any department; the entire plan is to a certain extent automatic and within right and reasonable limits the sum each department gets is determined by the number and urgency of its manifested wants. The librarian keeps a department account book which shows the sums spent for books, binding and periodicals, by every department during every year. Naturally the sum spent for the same department will vary considerably from year to year. These figures are never made public. The Library board may see them, but rarely or never asks to do so. The figures for single departments are sometimes used with the head of that department to tell him how much he has had during the year or to show him that he has more than some or any other department or quite as much as his share, but the full list is not public property. The best thing that can be said for the plan is that it works, and works well. It is surprising how few departments will not get all they ask for.

"The plan may be varied by charging all bills for periodicals and binding, directly to the general fund and not dividing them among the different departments interested.

"But it is fairer, though it takes a little more time for book-keeping, to let every tub stand on its own bottom and shoulder its share of every bill for every kind of expenditure. Then too it is impossible to determine in advance what deductions to make for fixed charges such as periodicals and binding while the greater part of the total expenditure for some departments is for periodicals and therefore later for binding.

"If obliged to restrict professors in certain departments, after showing them from your account book that their departments have had a full share, go over all their order slips with them and ask them to mark titles in the order of desirability for future purchases as fast as funds permit."

Mr DRURY: At the University of Illinois we had this problem up this year and I was in possession of the paper that Mr Koch has just read and I suggested that method of dealing with the question and I met with such intense opposition that I am sure it will not be utilized at the University of Illinois for several years. They said that they would never leave such discretionary powers to the librarian because it was an educational matter, that the whole educational policy of the university was based upon the purchase of books and it should be left in the hands of those who were shaping the policies, and the result of the committee, which had several meetings to consider how to form a committee to divide the funds—simply a beginning committee, as you might say, one to consider methods—the result was that the division of the funds was left in the hands of the deans of the colleges and the directors of the schools, with the librarian also on that board for the division of the funds. So that the first apportionment will then be made of the year's assignments to the colleges, the

needs of the colleges being represented through the dean of the college, and then the funds will be divided among the departments in the college after they have the first main distribution. I sat on the committee that adopted this and I am pretty sure it will be adopted finally by the board of trustees. I consented to it because the University of Illinois is growing and it is shaping its educational policy and it may perhaps be the best method now, but I must say that I agree with everything that has been read in Mr Koch's paper. After a library has established itself it seems to me this power of distribution or the power of using the funds should rest with the librarian somewhat as outlined.

Mr KOCH: I should like to ask Mr Drury how much of a margin they left over the sum total of these different assignments?

Mr DRURY: You mean for the general library?

Mr KOCH: Yes.

Mr DRURY: Out of \$25,000 last year they gave the general library \$9,500.

Mr KOCH: How has that \$9,500 been spent?

Mr DRURY: There was \$2,500 for binding, \$2,500 for periodicals and the remainder took care of a deficit of \$2,000 carried over when we did not have an assignment the year before, and the remainder has been spent for reference books, books covering subjects not covered by the departments of the university.

Mr KOCH: Have you an idea how well this is going to work next year? For an example, will the man who is not on that committee have his wants presented with the same ardor as they will present theirs? They will get their own things first and then they say "My colleague so-and-so wants so-and-so" and he won't get it. That is the usual debate.

Mr DRURY: Well, they tried to take care of it by a separate committee. That is part of our elaborate scheme. They got this committee for the distribution of funds but they also got a separate com-

mittee on the library organization and administration and its functions are not fully defined yet; we cannot tell whether they are going to be a committee with power or an advisory board. We think it will be very helpful but it could cause a good deal of trouble. One of their duties is to collect from the different departments each year a statement of their needs and this committee is to report to the committee on distribution. That has not gone into effect yet but the professors that were on the committee seemed to think it would work. You see the one reports to the other. The other cannot distribute until it has learned the needs from each department and that matter is to be collected by the lower committee and referred to the higher.

Mr MALCOLM G. WYER: At the University of Iowa the fund is apportioned among the different departments by the library board. The library board is composed of the president of the university and one representative from each college except the College of liberal arts from which there are four. Each year this library board meets and apportions the money among the different colleges and then the members which belong to the College of liberal arts apportion its share among the different departments in that College. I also have been endeavoring to have the scheme outlined by Mr Koch adopted at the university of Iowa and have met with the same sort of opposition that Mr Drury has found. The faculty members of the library board say they are unwilling to leave this matter in this way and have the librarian given such authority although I think it is only one member of the board who holds out; he simply says that he is unwilling to give up the autonomy of the department. We have been troubled a great deal by professors coming around at the end of the year and asking how much money we have left and saying they want it, they wish to spend it before the money reverts, as it does the 30th day of June every year, and we have had some very queer

purchases made by the College of dentistry or one of the other colleges, simply to expend money which may be left in their fund. We get around this difficulty to some extent by an arrangement like this: as I said before our moneys revert on the 30th of June; what remains unexpended at that time is lost to the department; so it has now been fixed that the first of May all money that is unexpended by any department goes to the general fund which is expended by myself, and I notified the departments the first of July or as soon after the first of July after the division is made, that so much has been assigned to their department and that all money left unexpended the first day of May is lost to them, and I have found that a great many of the departments, where the professors are not very anxious about the books which they wish to obtain, forget about that; they keep in mind the fact that the money reverts the first of July and they forget about the library fund going back the first of May, and so they don't think about it and in the three years that this has been in effect, a great many of the departments do have the balance which is left the first of May and which is expended by me for the general library.

Miss INGERSOLL (Ithaca, N. Y.): Mr Koch's paper has interested me very much. Our own funds are divided; perhaps about 50% of them are apportioned to the various departments, the orders being submitted by the heads of departments and whatever remains unexpended the first of June reverts to our reserve fund; the remainder after the different apportions have been made leaves about \$4000 for our reserve fund, which we only expend at the suggestion of the council. For instance, if the professor of Latin wants a special appropriation for any particular lines of his work he may get \$100 or \$200 or if there is some very large work that is to be purchased there is a special grant made for that, the council meeting nearly every month. And then we have also a fund of \$1000 a year for the completion of sets and

that we use up pretty regularly. There are always things to be picked up in second-hand catalogs, sets that you have been looking for for years and years perhaps. Then we have a small fund of \$1000 which is left to the discretion of the librarian, to buy books bordering on perhaps more than one department. In the matter of the selection of books by the heads of departments, leaving no voice to the assistant professors, I think most of our professors are very generous in that respect. They usually solicit from those professors and instructors lists of books which they want to use in these particular classes. Of course there are exceptions to these rules. As to our having very unwise suggestions at times, I think perhaps we all have had the same experience. One year there was a certain professor away on his sabbatical vacation and one of the assistant professors who was in charge came to me and said "Do you know where Prof. Blank left off in such a given bibliographical catalog? I would like to begin writing out titles there." That seemed to be his idea, to go through this book which contained all the particular things published in his particular line. I have often hoped that there might be some way whereby the smaller amounts might be given to the different departments, leaving more to the discretion of the librarian. Some departments never use up their appropriation but these revert to the general fund and are really used over again in buying books perhaps of more importance to the library as a whole.

Mr H. O. SEVERANCE: The library of the University of Missouri also has some difficulties along this line. In the first place, our funds come from two sources, one from the legislature. This year we had \$9000 from the legislature. Then there is in the university an incidental or library fee, as it is called, which goes to the library; in the medical department it is ten dollars per student, in the engineering department ten dollars, in the College of arts and science five dollars. One of the

difficulties comes along this line: the college of medicine and the college of agriculture, each wants all the fees that have been taken in for that department or that college, and we have been doing differently. The funds have been divided something like this: in the College of agriculture about 30% of the teaching has been done by men who are in the College of arts and science and consequently a certain percentage of the funds that were taken in in the College of agriculture was put over into the College of arts for expenditure in that college. That has raised some question; they are not quite satisfied with that. This year, the last two years in fact, the apportionment for each of the colleges was made by the librarian and he recommended to the board that each of the colleges should have a lump sum. In the College of agriculture, for instance, after 20% had been taken out and added to the College of arts funds, the amount remaining was sent to the dean and the dean consulted his men and decided on the portion within the college itself; that is, the department of animal husbandry would have so much and the other departments so much; but in the College of arts I divided it as it had been done before. The head of the department, as Mr Koch has described it, is given a certain amount, but I had a regulation also passed that if the amount was not expended within twelve months after the notification was made to the head of the department, that the funds available would lapse. Now the library does not lose lapsed department appropriations, they go into a general fund to be expended by the librarian, and in the apportionment of the funds which came from the fees I left a liberal amount for the librarian to expend, so that if we want to buy a part of a set to fill up a broken set, or to buy a new set, the librarian has been able to do so without going to any board during this last year. But there has been a feeling that there should be a library committee and one has been appointed representing each of the colleges and it is distinctly

understood that that library committee is advisory only.

A paper was next read by Mr F. K. W. DRURY, on

THE CARE OF MAPS

There are five common ways in which maps are issued:

- 1 Maps bound in books, called Atlases
- 2 Maps folded for pocket use, called Pocket maps
- 3 Maps mounted on rollers for wall display, called Roller maps
- 4 Maps pasted on revolving spheres, called Globes
- 5 Maps loose in sheet form, called Sheet maps

1 Atlases. It is obvious that atlases can best be treated as books.

2 Pocket maps. Pocket maps with text may well be treated as books and kept with the smaller atlases. If they have no text, however, it may be advisable to dismount them and treat them as sheet maps. It is thus possible to eliminate pocket maps entirely, making them either books or sheet maps.

3 Roller maps. These may be kept in the roller map form; or they may be dismounted and treated as sheet maps; or they may be hung upon the walls of the library.

1) If kept as roller maps they must be stored. The following are the principal schemes:

(a) To tie them up, tag them, and hang them on numbered hooks, suspended from one end.

(h) They may be stood in large wall cases with racks inside to keep them upright or a frame work may be built within similar to an umbrella rack.

(c) They may be laid in long narrow drawers or cases with the tag tied at the end of the roller.

(d) they may be dismounted from the rollers they come on, attached to Hartshorn spring rollers similar to window shades and kept in a Hartshorn roller case. It is a good method for Seminar rooms.

2) A second way of dealing with roller maps is to dismount them entirely from the roll and treat them as sheet maps. The Library of Congress has adopted this method and recommends it. The cut sections are brought together again by pasting a band of cotton along each edge, leaving a small space for folding between each sheet.

3) A third method suggested is to hang the roller maps upon the wall. There is generally not much space available in the average library for such display and certainly this method is limited to a few maps only. A fixed location number with a definite reference from the catalog card would seem to be adequate for roller maps, as there are generally not enough of them to warrant minute classification and arrangement.

4 **Globes.** The consideration of globes is allied to that of maps but the problem is entirely different and need not be mentioned further.

Lastly we have

5 **Sheet maps.** We will first consider how to store sheet maps and then where to store them for we have practically reduced all our maps to the sheet basis.

How to store sheet maps

The first rule in map filing is to keep them flat. No more than one fold should be allowed, and some say not even one. (If it is necessary to fold, back the fold with a wide strip of cloth to prevent wear.) The flat sheet maps may be mounted or unmounted. They may be filed in various ways:

1) Loose in drawers or sliding shelves, similar to drawers. This is probably the most economical way to care for the maps. The chief expense is carpentering which must be considered. In order to keep the maps from becoming mixed, protecting them from dust, and for easier handling the following methods have been proposed:

(a) A manila folder for each map similar to the folders used in vertical files.

(b) A manila folder for each group or

set of maps. This is a kind of portfolio made of stout manila or tough, heavy paper, capable of holding about twenty maps.

(c) Board portfolios for groups of maps. This is perhaps as common a method as is now in use in libraries. The portfolio can be carried about from room to room, will stand much handling and for collections frequently used is of real advantage. The advantage of portfolios are their good protection from dust and from much handling of the maps, the keeping together of sets relating to one subject, and their cheapness. Some of the objections are their large size, their clumsiness in handling, the inconvenience of using, and the liability of the loose maps getting lost. They also require horizontal roller shelving to be satisfactorily stored, upon which dust will collect though the maps themselves will be protected.

2) **Dissected maps.** These must be mounted upon cloth or other material. They may be cut and folded in the following ways:

(a) To lie flat, after being cut to the size of the drawer, shelf or portfolio in which they may be stored.

(b) To be bound up to stand upon the shelf as a book or pocket map.

(c) To file in pamphlet boxes, especially if cut to a small enough size.

There are some inherent objections to the dissection of maps. The chief of them is that it affects the accurate use of the map for any sort of measurement. Also it seems like wanton mutilation, and a sacrifice to the dread machine of uniformity and standard size. It is not right to sacrifice utility and efficiency to system. It is also next to impossible to get satisfactory photographic reproductions on account of the unsightliness of the muslin streaks and it certainly reduces the value of the old and valuable maps to have them dissected. Moreover if reduced to a small pocket size they are more easily stolen than if kept in larger form; and they assume the size of a pamphlet and

this we know is the hardest sort of thing to keep in order. In talking with geological experts we have found them unalterably opposed to dissecting office maps. It is a useful expedient for field use. In a library much used maps in the reference room may conveniently be dissected, mounted, bound, and treated as a book.

3) Folded maps. We may fold our maps once without mounting them but the fold must be strengthened. If not, there will be a subsequent defacement on account of the crease. The map if much used will need repair and must finally be mounted. It would seem economy to do the mounting in the first place.

4) Bound maps. It is possible for all dissected maps to be folded and put in binders after which they will be treated as books. The Indiana state library reduced all its maps to this form making the size not less than 6 x 8 in. nor more than 9 x 11 in. The map was then pasted in one side of a muslin covered back like a book cover and shelved in pamphlet boxes, usually 4 to 6 maps in a box. The cost per map for their collection averaged 85c.

A temporary binder is however very useful for maps of uniform size which can be joined together under one cover. For example the Topographical sheets of the United States survey are handled in this way at the Library of Congress. The sheets are gathered into states and arranged alphabetically. The index sheet is prefixed and a manuscript title and table of contents is added. Each map is then tipped on a slightly larger sheet of manila paper and then a whole state is bound temporarily in the Chinese style, by lacing with stout twine. It is also possible to "klip" them together.

Permanent binding is advisable in some cases. It depends somewhat upon the use. It is a cheap way of preserving complete units and maps may be put into stencil board covers for as cheap as 15c. each. For large sizes they are heavy and awkward but this can be overcome somewhat by the method of storage. For certain

little used maps, such as canal maps, harbor maps, etc., it might well be considered whether it is not economy to bind them up together, fold in the maps to a certain size and thus care for them. This depends upon whether you admit of dissection or not.

5) Hung maps. Maps must be hung on a frame, provided their use warrant their being kept out in this way. The Los Angeles public library devised a frame work in 1893 for this purpose. Each map was bound along the upper edge with extra heavy cloth. This was punched in the upper right hand corner and along the upper edge as often as the wire rods occurred. In these punched holes were fastened wire hooks which hung up the maps on rings strung on three rods at equal distances in a frame. Thus each map could be removed at pleasure as a book.

6) Rolled maps. In addition to the Hartshorn roller case already spoken of, there is one other method of keeping maps on rollers which is worthy of attention at the present time. This is the Jenkins map roller, made by Charles S. Jenkins, Lansdale, Pa. This device costing \$50 consists of a cylinder accommodating 30 large size maps or as many small maps as will fit upon the surface occupied by such a large map, so that it would be possible to get over 150 topographical sheets on one of these rollers. The maps are kept in position by fingers which release each map in turn as the cylinder is revolved, but if you stop the cylinder at any point and then reverse it, all the maps are let down with the one wanted in front. It is extremely practical and combines great economy of space with ability of quick reference.

Mr J. N. Larned reports in the "Library Journal" in 1892 of a method of storing the maps in the Buffalo public library on rollers, mounting about six on split sticks 3 feet long, each map being fastened at the top to the stick and rolled around it. Each roll is then put in tubes 3 in. in diameter and kept in a rack 7 ft. long, 3 ft. deep and 5 ft. 6 in. high, holding 198 tubes or 1,188

maps. It recommends itself as a system of storage, but any rolled map is difficult to consult and such a method could not be recommended for reference use.

It is possible for the maps to be rolled without a stick and put in pasteboard cylinders and then if properly tagged, laid away for reference, but the same objection about rolling holds for this.

Where to store sheet maps

Before we can discuss the question where to store them, we must discuss their size and reach some conclusion about that. The following sizes are suggested as being convenient for reference:

Size 1, the largest:

Lenox library allows 53 in. x 40 in.

Buffalo public allows 54 in. x 42 in.

Certainly this is as large as we need go.

Size 2, large enough for ordinary maps:

Harvard university library allows 46 in. x 31 in.

Naval observatory allows 42 in. x 36 in.

U. S. geological survey allows 44½ in. x 44½ in.

These sizes show how libraries which have a great number of maps allow for their storage and in the cases just cited this is the largest size used, the maps being folded once to come within it.

Size 3, smaller maps:

Harvard allows 35 in. x 27 in.

Library of Congress allows 38 in. x 22 in.

Lenox library allows 30 in. x 24 in.

In this size are comprised all maps which can conveniently go into these measurements. Larger maps go in the larger size.

Size 4, smallest size:

This size is for flat maps, perhaps folded but not bound up nor put in pamphlet boxes. Suggested: 14½ in. x 10 in., or correspondence size 12 in. x 10 in. This size is suggested in order to accommodate maps in the vertical files now made and on the market.

Every one writing on this subject has impressed the necessity for shallow drawers. Great weight comes as maps pile up and there is great inconvenience in searching through a pile three or four inches thick. In order to arrive at a basis of reckon-

ing, actual count was made of a pile of the topographical sheets issued by the U. S. geological survey. It was found that there were 167 of these to an inch, but the pile had been somewhat compressed and the sheets were laid very close. It would therefore be perfectly safe to reckon 100 topographical sheets to an inch. No drawers or shelves therefore should be deeper than two inches and it might be better to restrict them to 1½ inches.

Many devices have been proposed for storing maps and the end is not yet. We will take them up so far as known and state the advantages and disadvantages so far as possible.

1) Ordinary shelves. It does not seem practical to use ordinary shelving for maps. Portfolios can be laid upon them, but this should be only as a last resort, as roller shelves are very superior.

2) Portfolios laid upon shelves, preferably roller or sliding shelves. It is only necessary to mention the necessity of convenient access to show why we insist on the moving shelves. Portfolios upon shelves are probably as common as any way of storing maps at the present time. We do not argue in favor of it unless extremely limited as to funds.

3) Pigeon hole cases. In getting away from shelves and portfolios, pigeon hole cases have been devised, in which the maps could be laid, with some kind of front to keep out the dust. Such cases can be made cheaply by the local carpenter and if of proper dimensions the maps can be stored in them. The cleats to hold the shelves should be full length to prevent warping, and a false bottom board should be used upon which the maps may rest, in order to prevent wear upon the bottom map. It is much better however if these shelves can be made to slide.

4) Cabinet of drawers. A case of drawers is preferred by many librarians. It is adopted by the Lenox library in New York. Drawers have some objections; small maps may get lost among the large ones, there is the labor of getting and especially of returning the maps to their proper place.

To avoid weight, they should not be over two inches deep; and it is recommended that screws be used to hold the drawers together, as dovetailing, nails, or glue will not prevent the weight from pulling the drawers apart. They should be constructed of the lightest wood and the front face should either let down or up.

A good scheme is a hinge to the front which lets down, being hooked to the sides of the drawers when closed. A very important feature in the construction of the drawer is to have at the back a light guard of metal or wood, 6 in. wide, which will prevent the maps from rolling up and accumulating at the back or working out of the drawers by reason of the jar of closing.

If the librarian does not care to design such a cabinet, it is possible to secure a satisfactory form from the firms making office furniture. We give the following items from some recent catalogs.

Cabinet drawers in horizontal units

38 in. x 22 $\frac{7}{8}$ in. x 1 $\frac{1}{2}$ in.	4 drawers, \$21
600 maps	
30 $\frac{1}{2}$ in. x 23 $\frac{1}{2}$ in. x 2 $\frac{1}{4}$ in.	4 drawers, \$17
300 maps	
31 $\frac{1}{4}$ in. x 24 in. x 1 $\frac{1}{2}$ in.	5 drawers, \$19
750 maps	

The number of maps given for each of these units is on the basis of 100 maps to the inch as stated before.

5) Sliding shelves. More satisfactory for use than drawers are sliding shelves. They can be made similar to drawers with the front to let down as a hinge as suggested before or with wooden flaps in front to swing up as the drawers are opened. Columbia university has plans for the former of these and the Library of Congress is using the latter at present. Harvard has cases 5 ft. 6 in. high with sliding shelves four inches apart in order to take three or four portfolios. They are made of pine wood of gridiron construction being lighter and less expensive than if solid. The United States geological survey has metal cases and sliding metal shelving and swinging doors. Mr F. H.

Parsons in the "Library Journal" for June 1895 objects to any kind of front to his shelves. He says that hinge fronts are a nuisance, doors are troublesome, sliding drawers stick, sliding tops won't work, and he recommends letting the dust come in, but puts a sheet of wrapping paper on top of the pile of maps. We cannot agree with him but think it preferable to protect the maps from dust in some way, glass doors being the most desirable if they can be afforded.

Every library probably has, or desires to have a set of the Topographical sheets which are forming the atlas of the United States issued by the U. S. geological survey.

The following method of care for these is suggested by an expert:

A cabinet with enough sliding shelves to provide one for each state. A hinged front on each shelf, making it into a drawer when hooked to the sides, and the thin protection at the back; the whole estimated to cost about \$60.

Personally our preference runs to the unit idea on account of the possibility of uniform growth.

6) Inclined cases. Maps can be stored in inclined cases similar to those used in picture stores for unframed pictures or by architects for architectural plans. This is a solution of the difficulty of drawers and sliding shelves, i. e. that the map wanted is always on the bottom.

One company makes a unit portfolio section, being 28 in. x 23 $\frac{3}{4}$ in. x 3 $\frac{3}{4}$ in. 2 drawers, \$21 capable of holding 700 maps.

The thickness of the drawer (3 $\frac{3}{4}$ in.) does not matter in this case as it is possible to consult the maps as in a vertical file. It might be better to keep the maps in manila folders if filed in this way which would reduce the number accommodated. Another file of this sort is made to hold maps 36 in. x 24 in., also being made to hold them as large as 48 in. x 36 in. or twice this size. The cases are 4 in. thick, cost \$21 and hold 400 maps. It is designed to accommodate the tracing sheets and blue prints of architects. It is good but expensive.

7) Vertical files. The good features of vertical files may be used for the storage of maps. The largest size drawers now made by the commercial houses accommodate the legal cap papers and we have indicated this as size 4, 14½ in. x 10 in. There is also the more common correspondence size which will take maps 12 in. x 10 in. and be useful for other things.

Horizontal units may be purchased containing two drawers each and accommodating about 4000 maps for about \$13. Vertical units may be purchased of four drawers each containing about 10,000 maps for \$30. It is necessary to remember however that these are small sizes and will only contain folded maps or very small ones. It will be almost necessary also to keep them in manila folders as correspondence is now filed, which would reduce the number of maps capable of being contained in them very considerably—fully half if not more.

It would doubtless be possible to have vertical files made wide enough to contain unfolded maps, provided the order were big enough. There is a possibility in this sort of storage which has not yet been tried.

8) Racks. The only suggestion for racks comes from the Los Angeles public library. The scheme has already been spoken of.

9) Pamphlet boxes. The use of pamphlet boxes does not need explanation.

10) Bound volumes. The Geologic atlas of the United States geological survey comes unbound in thin folios, the Topographical sheets may be bound so, the weather maps may be bound by months. All of these flexible publications of map size are best accommodated in a case made high enough to take them standing upright. Frequent partitions are put in about three inches apart. The folios are then arranged by the serial number and stand upon a wooden slide or traveler which acts as a car to bring the folios to the front in each partition. An upright, one inch high, is at the back of the slide

to keep the folios from sliding off behind and remaining out of reach. Such a case may be made as wide as desired, and high and deep enough to take the folios. It may easily be fitted as a unit.

11) Roller maps. We have already spoken of the Jenkins manifold revolving rack as a practical way of storing and an excellent means of quick reference. For seminar rooms and college libraries such a device is always essential. The Hartshorn roller case is cheaper but does not hold as many maps.

12) Maps rolled. We object to rolling as destroying ease in consulting a map. Nevertheless for storing maps in compact space the rolled form is practical. A good deal of space can be saved by dividing a cabinet diagonally, into which partitions the rolls can be laid. The longest maps stretch from one corner diagonally to the other and the shorter maps occupy the shorter spaces.

We have endeavored to sum up the methods now in use or that seems most practical for storing maps. We do not claim that we have covered every device but we feel that it should be possible for the librarian to select from this assortment the kind of storage to which his library is best adapted.

Mounting, repair, etc.

All librarians agree that maps should be mounted if it can be afforded. It is always advisable; it gives longer life to the map, it makes it easier to handle, and it seems as essential for a map to be mounted as for a book to be bound. The various backings used for mounting maps are cheese cloth, cotton cloth, muslin, cambric, brown linen and white linen.

The report of the Librarian of Congress for 1901, page 266 gives suggestions as to the best methods of mounting and explains the system in use at Washington.

Classification and cataloging

A division of the subject upon which there is general agreement is the subject of accessioning, classifying and cataloging

the maps. In order to keep this paper within bounds its discussion will be omitted.

In case no card catalog can be compiled a satisfactory form of indexing the maps is by an index map or key chart. It shows on the map all the library has on a given locality, and also at a glance the fact that it may have nothing on some other locality.

Convenience for use

Of course a separate map room is desirable but it is not always possible. If a separate room is not available, certainly the maps should be consulted in a place where the light is good. Harvard university has just completed and occupies a special map room. The Library of Congress also has special furniture and equipment.

The tables for consultation should be of two sorts, some for persons standing and others for them sitting. Harvard has a useful device connected with its consultation table. Just inside the front edge is a long slot through which the maps may be slid without being leaned against in consultation. The table is 5 ft. wide and slightly sloping.

The use of the maps should be limited to the room itself, and they should never be loaned outside the library, for if a map once leaves the building, it seldom comes back.

This ends our discussion of the care of maps. It has been our endeavor to summarize the efforts of the past and to present them in logical form for discussion.

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Dr B. C. STEINER: We have tried a scheme which to us seems thoroughly satisfactory for the arrangement of the United States topographic maps and which we find makes them very easily and frequently consulted. We do not like the alphabetical arrangement of the Library of Congress, because nobody knows the names of the maps until he makes a special search. What are the things that you know about a place? These things are its latitude and longitude, they are the natural bases of classification, not any alphabetical basis. There is one other important basis and that is the State in which the area covered by the topographical map is located. We must bear in mind that many of the maps run over from one state into another. In that case it is the policy of the topographic survey to place first the name of the state which occupies the greater part of the map or if there be three or four states, at least the plurality, if I may use such a word, of the space occupied by the map. Consequently we followed that same rule and have put a map which might be at the corner, for example, of New York and New Jersey and Pennsylvania, among the maps of New York, if New York be the first state named in the map. Then we took the longitude as the cardinal basis for our scheme of classification and we discovered that maps may be classified into three main divisions. There is, first, the class which we may call the special maps, though they are not all so called by the Government, which are almost impossible of any very exact classification because they are issued for some special purpose, as for example, to give the very minute topography of a mining region or sometimes to give a very large region in one map. We put these in a special class, which I will admit we have not as yet fixed in any very definite way. As there are few of these in any state hitherto we have not as yet felt the need of any definite arrangement. We have left two large classes of maps. One of those classes is mapped out on a scale of a fourth of a degree to each map; the other is mapped

out on a scale of a sixteenth of a degree to each map. Though I am not a westerner I knew that there were thirty-six sections in every township numbered from one up to thirty-six. Following the analogy given by the Federal land office we at once had a system of classification in which no map's number has more than six possible digits and many maps have only five. We decided we would begin with the east as that seemed to be a little more in accordance with geographic habits. So we decided we would give longitude the preference and arrange the classification in accordance with it. We call the scale giving four maps to a degree large scale and the other one small scale,—purely arbitrary names, simply because it was convenient. Giving the longitude the place of honor we have, for instance, for the first map of the small scale in a degree such a symbol as this: "71 29 1", which means that the area included in the map lies in the 71st meridian of longitude west of Greenwich, and in the 29th parallel of north latitude, and is the first of the sixteen maps in that degree. Another advantage of this arrangement is that it keeps much more together maps of the same locality and when such maps are not together you know they can be found in the next degree symbols. For example, we finish up the 71st meridian before we take up the 72nd and so on to the western boundary of the state.

We find this makes the maps extremely accessible and that the arrangement is very simple. The maps can be numbered with great rapidity so that they were all classified in a very short time.

Another advantage of this system over the alphabetical one of arrangement is that it is possible to classify maps far in advance of the period of their issue. By taking an atlas it is possible to ascertain just how many maps can possibly be issued on any given scale and consequently we can leave spaces in our classification for the new maps as they are issued from time to time and do not have to re-write the record of the maps contained in any given portfolio.

Mr W. K. JEWETT: Referring to the use of maps I would like to describe the method used in the Geographical survey. Cases have been described by Mr Drury but they are arranged in a two-story map stack, just like a two-story book stack, above the first floor of cases being a deck with an iron stairway leading up to it and on this deck being another row of cases just like those below and then these cases are in sections, each section containing so many sliding shelves and the whole section closed by vertical double doors. It seems to me an excellent way of utilizing the utmost capacity of the room for map storage. In the Coast and geodetic survey I saw rolled maps stored very much as Mr Drury described them in the Buffalo public library. That is to say, they were kept in tin cases just like a great big diploma case and those filed horizontally in a suitable rack and on the tin cap of each case was lettered the number of the map inside. I have forgotten whether it was a serial number or a class symbol but at any rate what was inside of the case was lettered on the map so as you stood

in front of the rack you could see at a glance what case you wanted to consult.

The CHAIRMAN: I will call for the report of the Nominating committee at this time.

Mr BARR (Chicago, Ill.): Mr Chairman, the nominating committee submits the following names for the officers of this section for the ensuing year: for Chairman, Mr W. W. Bishop, superintendent of the reading room of the Library of Congress; for Secretary, Miss Elisa Willard, reference librarian of the Carnegie Library, Pittsburg.

The CHAIRMAN: Other nominations are in order if it is so desired at this time.

It was moved, seconded and carried that the report be adopted and that the secretary be authorized to cast the ballot of the Section for the candidates named, which was accordingly done and the nominees were duly declared elected president and secretary.

The CHAIRMAN: This brings us to the close of our College and reference conference and as chairman of this section I thank you for your hearty cooperation. Adjourned.

TRUSTEES' SECTION

The meeting was called to order by its chairman, W. T. Porter of Cincinnati, Wednesday, June 24, at 8.15 p. m.

Mr Porter expressed his pleasure at the number in attendance, and after a few words, introduced the speaker of the evening, JACOB STONE, trustee of the Minneapolis public library, who presented a most interesting and comprehensive paper, entitled:

LIBRARY BUILDINGS AND THEIR USES

Several years' experience as member of a library board will perhaps warrant the expression of some opinions and views which deserve consideration.

In what I have to say, however, may

I not be understood as a learner rather than as a teacher, and if sufficient interest attaches to this paper, to lead to a discussion of the points involved, I shall feel amply rewarded.

The subject of Library Buildings naturally divides itself into the question of location, construction and arrangement.

Location. Here at once a difficult problem presents itself for solution. On the one hand is the question of accessibility, on the other that of retirement. A public library in a place of from 2000 to 20,000 inhabitants can well be located in the heart of the city as the question of noise is not so disturbing a feature as in larger cities. While a library is primarily for the housing and distribution of books, it